

University of Wisconsin-Madison
Department of Kinesiology

**Kines 240 Methods of Teaching Invasion Games and Sports
(1 credit)**

Instructor: Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, dtimm@education.wisc.edu
Office Hours: MW 3:30-4:30, TR 2:30-3:30

Schedule: Class meets M 12:30-2:10 in 2160 Gymnasium-Natatorium or 2055 Gymnasium-Natatorium.
30 minutes of online content delivery per week.

Required Text: McManama, J., Hicks, L., & Urtel, M. (2014). *Physical education activity handbook* (13th ed.).
Boston, MA: Pearson.

Materials will be posted on Learn@UW, taken from but not limited to the following sources...

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical games approach for ages 7 to 18* (3rd ed.). Champaign, IL: Human Kinetics.

Mitchell, S. A., & Oslin, J. L. (1999). *Assessment in games teaching*. Reston, VA: National Association for Sport and Physical Education.

Mood, D., Musker, F. F., & Rink, J. E. (2012). *Sports and recreational activities* (15th ed.).
Boston, MA: McGraw-Hill.

Course Description: Addresses methods of instruction in sport tactical concepts and skills. Students will gain practice in planning and teaching invasion sports, assessing students, and assessing their own teaching. The goal is for students to develop into proficient teachers.

This course will focus on teaching invasion sports at the high school level. The third Friday head count in September, 2014 for the Madison Metropolitan School District (MMSD) revealed the following racial/ethnic demographic of high school students in the district: Caucasian 47%, African American 19%, Hispanic 16%, Asian 9%, BiRacial/MultiRacial 8%. For the purpose of this course, students will focus on teaching a 50-minute MMSD high school class comprised of the racial/ethnic breakdown mentioned above.

Course Format: This course will be presented in a blended format combining online work with one face-to-face lab period each week. Students are expected to complete learning materials and quizzes on Learn@UW and assigned readings before attending each lab. Lab periods will be devoted to developing teaching competencies (planning, teaching, and assessing) and learning sport tactical concepts and skills.

Course Objectives: By the end of the course, students should be able to attain the following objectives as they pertain to invasion sports:

- Demonstrate knowledge of sport tactical concepts, skills, and content (rules, scoring procedures, playing area, and equipment).
- Identify, select, and/or create learning activities for tactical concepts and sport skills that are appropriate, inclusive, and engaging.
- Connect invasion sports content to cultural backgrounds of students.
- Demonstrate understanding of quality teaching practices by reviewing videotape and critically analyzing teacher performance in tactical concepts and sport skills.
- Understand the transferability of tactical concepts across invasion sports.
- Develop into a proficient teacher.

Student Expectations: Students are expected to be punctual in attending every class period, be prepared for each class, and fully participate in all class activities. Physical activity will be a regular part of the course content.

Accommodations: Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructor know so a plan can be developed for you to have opportunities to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741, for information and assessment.

Academic Integrity: The University of Wisconsin is a respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html> Examples of academic misconduct include:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized material or fabricating data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts

Unless otherwise indicated by the instructor, all assignments and tests are to be completed independently without consultation with others.

Course Evaluation:	Sport Knowledge Quizzes	15%
	Planning, Teaching, and Assessment Project (Focused Target Invasion Sport)	20%
	Planning, Teaching, and Assessment Project (Open-End Target Invasion Sport)	20%
	Unit Plan	15%
	Tactical Concepts and Skills Analysis	20%
	Video Module	10%

Grade Breakdown:	A = 93 - 100%	B = 83 - <89%	C = 70 - <79%	F = 0 - <60%
	AB = 89 - <93%	BC = 79 - <83%	D = 60 - <70%	

Assignments: **Sport Knowledge Quizzes** (Due the day on which a sport is listed)
Quizzes will be on Learn@UW and will be based on required readings from the text or from materials posted on Learn@UW.

Planning, Teaching, and Assessment Project (Due one week after a student's teaching of a tactical concept within each invasion classification)
Each student will teach one tactical concept from each invasion sport classification (focused target and open-end target). For each teaching assignment, the student will create a lesson plan, assess students as part of their teaching, and then prepare a written critical reflection. Specific components of the project are described below:

Lesson Plan

The student will develop a lesson plan containing the following information: (a) a listing of the skills involved in the tactical concept, (b) cues for each skill, (c) safe, equitable, quality learning activities organized in the proper sequences, (d) organizational information such as boundaries and time of activity, (e) connection of content to students' cultural background for one race/ethnicity, and (f) a list of references. The lesson plan will be evaluated on including all lesson plan elements with enough detail to be utilized by any instructor, organizing flow of activities that clearly addressed the needs of students, and including management and organizational concerns that result in safety.

Student Assessment

During the teaching of the two tactical concepts, the instructor/student will assess students by using the Game Performance Assessment Instrument (GPAI). Assessment will focus on the categories of the GPAI which coincide with the tactical concept being taught. Student assessment will be evaluated on the instructor/student's ability to accurately assess students' performance of a tactical concept and associated skills during a game setting.

Teaching Reflection

Following each teaching assignment, the student will review a video recording of her/his teaching and observer comments from peers and the instructor. The student will then reflect critically and write an analysis of her/his teaching. The reflection will be evaluated on the ability to identify (a) what went well, (b) what did not work, (c) why things went well or did not work, (d) for who the lesson did or did not work, and (e) the ability to justify decisions for the next teaching opportunity.

Unit Plan (Due Friday, March 27)

The student will create a unit plan for one sport (focused target or open-end target) containing the following information: (a) cover page, (b) block plan, (c) a listing of activities for each lesson, and (d) connection of content to students' cultural background for each lesson. Use the template posted on Learn@UW as a guide for completing the unit plan. The unit plan will be evaluated on the inclusion of all elements in the plan, organized flow of activities, and inclusion of management and organizational concerns. The student will demonstrate proficiency in the development of the unit plan.

Tactical Concepts and Skills Analysis (Due Friday, May 8)

For each tactical concept, the student will present a logical sequencing of the concept across the 10 invasion sports used in the course. Beginning with one sport, the student will decide what is the next sport to which the respective tactical concept most easily transfers. After that decision is made, then what is the next sport to which the tactical concept most easily transfers? This process continues until the tactical concept has been transferred across all 10 sports. A comparison of how the tactical concept is performed in any two sports should reveal the first sport and 10th sport having the greatest difference in how the tactical concept is performed. This information should be presented in a table.

Accompanying the above-mentioned table, the student will provide a narrative describing how the performance of each tactical concept remains the same from one sport to the next or changes from one sport to the next. To accomplish this, the student will examine the skills used to perform the tactical concept in each sport. The student will then comment on how the execution of these skills remains the same from one sport to the next sport or changes from the one sport to the next sport.

Video Module (Presentation Friday, May 15, 10:05 a.m. - 12:05 p.m.)

- From video recordings of teaching in a middle school and a high school, the student will identify examples of three or more successful aspects of their teaching performance and three or more aspects of their teaching that could be improved.
 - The student will edit the video recordings into scenes that represent the successful aspects of their teaching and aspects of their teaching that need improvement.
 - The student will combine the edited video with an analysis of their teaching.
- Evaluation criteria include the quality of the video editing, the reflection and accuracy of the teaching analysis, the clarity and organization of the video, and the identification of markers that demonstrate proficiency.

Course Schedule

Focused Target Invasion Sports

January 26

Tactical Concept

Maintaining Possession of the Ball (Soccer)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 223-224

Skills to Be Taught as Part of the Tactical Concept

Dribbling, shielding, passing, trapping, supporting player with the ball

Levels of Complexity for Teaching Soccer

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 224-225, 235, 243, 251, 263

Sport Knowledge - Soccer

Reading: Text, Chapter 20

Soccer Knowledge Quiz

February 2

Tactical Concept

Challenging Possession of the Ball/Winning the Ball (Basketball)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 275, 277

Skills to Be Taught as Part of Tactical Concept

Stance, footwork, defense against player with ball, defense against player without ball, rebounding

Levels of Complexity for Teaching Basketball

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 276, 278, 286, 293, 301

Sport Knowledge - Basketball

Reading: Text, Chapter 6

Basketball Knowledge Quiz

February 9

Tactical Concept

Creating Space in Attack (Team Handball)

Skills to Be Taught as Part of Tactical Concept

Passing, catching, dribbling, stepping, attacking the gap, crossing, pick

Sport Knowledge - Team Handball

Reading: Text, Chapter 24

Team Handball Knowledge Quiz

February 16

Tactical Concept

Defending Space (Floor Hockey)

Skills to Be Taught as Part of Tactical Concept

Grip, stance, dribbling, passing, receiving, positioning, denying, covering passing lanes, backing up

Sport Knowledge - Floor Hockey

Reading: Text, p. 253-261

Floor Hockey Knowledge Quiz

February 23

Tactical Concept

Using Space in Attack (Lacrosse)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 311-312, 313

Skills to Be Taught as part of Tactical Concept

Grip, scoop, carry, throw, catch, passing to space, moving to space, triangle shape/passing, give and go

Levels of Complexity for Teaching Lacrosse

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 312, 314, 326, 338, 348

Sport Knowledge - Lacrosse

Reading: Text, Chapter 16

Lacrosse Knowledge Quiz

March 2

Tactical Concept

Attacking the Goal (Basketball)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 275, 277

Skills to Be Taught as Part of Tactical Concept

Triple threat position, dribbling, passing, catching, shooting, driving, post play, give and go, pick and roll

Levels of Complexity for Teaching Basketball

Reading: Learn@UW: Mitchell, Oslin, Griffin, p. 276, 278, 286, 293, 301

Sport Knowledge - Water Polo

Reading: Learn@UW - Mood, Musker, Rink, Chapter 40

Water Polo Knowledge Quiz

March 9

Tactical Concept

Defending the Goal (Field Hockey)

Skills to Be Taught as Part of Tactical Concept

Grip, dribbling, passing, fielding, hitting, stance, positioning, blocking shots, clearing the ball

Sport Knowledge - Field Hockey

Reading: Text, Chapter 10

Field Hockey Knowledge Quiz

Open-End Target Invasion Sports

March 16

Tactical Concept

Maintaining Possession of the Ball (Speedball)

Skills to Be Taught as Part of Tactical Concept

Dribbling, air dribbling, passing, catching/trapping, aerial conversion

Sport Knowledge - Speedball

Reading: Text, Chapter 22

Speedball Knowledge Quiz

March 23

Tactical Concept

Challenging Possession of the Ball/Winning the Ball (Speedball)

Skills to Be Taught as Part of Tactical Concept

Positioning, guarding the ball, tackling, denying the ball, pass defense

March 27

Unit Plan Due

April 6

Tactical Concept

Creating Space in Attack (Rugby)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 359-360

Skills to Be Taught as Part of Tactical Concept

Running with ball, passing, supporting runner with ball, dummy passes, looping moves, scissors moves, drawing a defender

Levels of Complexity for Teaching Rugby

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 361, 368-369, 374

Sport Knowledge - Rugby

Reading: Learn@UW - Mood, Musker, Rink, Chapter 24

Rugby Knowledge Quiz

April 13

Tactical Concept

Defending Space (Ultimate Frisbee)

Skills to Be Taught as Part of Tactical Concept

Grip, throwing, catching, positioning on player with disc, positioning on player without disc, closing on receiver, covering

Sport Knowledge - Ultimate Frisbee

Reading: Text, p. 261-264

Ultimate Frisbee Knowledge Quiz

April 20

Tactical Concept

Using Space in Attack (Ultimate Frisbee)

Skills to Be Taught as Part of Tactical Concept

Quick passes, fast cutting, give and go

April 27

Tactical Concept

Attacking the Goal (Football)

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 381-382

Skills to Be Taught as Part of Tactical Concept

Stance, centering carrying the ball, blocking, passing, receiving, lateral, pass routes

Levels of Complexity for Teaching Football

Reading: Learn@UW - Mitchell, Oslin, Griffin, p. 382-383, 390-391

Sport Knowledge - Football

Reading: Text, Chapter 11

Football Knowledge Quiz

May 4

Tactical Concept

Defending the Goal (Football)

Skills to Be Taught as Part of Tactical Concept

Tackling, positioning to prevent passes in end zone

May 8

Tactical Concepts and Skills Analysis Due

Friday, May 15, 10:05 a.m.

Video Module Presentation

University of Wisconsin-Madison School of Education Teacher Licensing Standards

Following are the University of Wisconsin-Madison School of Education “old” standards addressed through Methods of Teaching Invasion Games and Sports and how those standards will be assessed...

Standard 1 Incorporates Understanding of Human Learning and Development

Assessments: Planning, Teaching, and Assessment Project
Unit Plan

Standard 4 Demonstrates Pedagogical Knowledge in Specific Domains

Assessment: Planning, Teaching, and Assessment Project
Tactical Concepts and Skills Analysis

Standard 5 Explains and Justifies Educational Choices

Assessments: Planning, Teaching, and Assessment Project
Unit Plan

Standard 8 Employs Varied Assessment Processes

Assessment: Planning, Teaching, and Assessment Project

Standard 10 Employs Varied Instructional Strategies

Assessment: Video Module

Standard 11 Uses Technologies

Assessment: Video Module

Standard 13 Is a Reflective Practitioner

Assessments: Planning, Teaching, and Assessment Project
Video Module

Following are the University of Wisconsin-Madison School of Education conceptual areas and “new” standards addressed through Methods of Teaching Invasion Games and Sports and how those standards will be assessed...

Conceptual Area 1 Learner and Learning Environment

Standard 1.1 *Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.*

Assessments: Planning, Teaching, and Assessment Project
Tactical Concepts and Skills Analysis

Standard 1.3 *Reflect on and meaningfully justify decisions relating to the learner and the learning environment.*

Assessment: Planning, Teaching, and Assessment Project

Conceptual Area 2 Planning

Standard 2.1 *Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.*

- *Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.*
- *Choose and sequence appropriate instructional strategies, accommodations, technologies, and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.*

Assessment: Unit Plan

Standard 2.3 *Use assessment data to systematically adjust plans to respond to each learner’s learning strengths and needs in relation to short- and long-range goals.*

Assessment: Planning, Teaching, and Assessment Project

Standard 2.4 *Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.*

Assessment: Planning, Teaching, and Assessment Project

Conceptual Area 3 Engagement and Instruction

Standard 3.1 *Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.*

- *Learning activities address learning objectives and content standards.*

Assessment: Planning, Teaching, and Assessment Project

Standard 3.2 *Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learners' strengths and meet learners' needs.*

Assessment: Planning, Teaching, and Assessment Project

Standard 3.3 *Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.*

Assessment: Planning, Teaching, and Assessment Project

Standard 3.4 *Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.*

- *Efficient learning environment includes promoting learning and minimizing loss of instructional time.*

Assessment: Planning, Teaching, and Assessment Project

Standard 3.6 *Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.*

Assessment: Planning, Teaching, and Assessment Project

Standard 3.7 *Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.*

Assessment: Planning, Teaching, and Assessment Project

Conceptual Area 4 Assessment

Standard 4.1 *Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.*

- *Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.*

Assessments: Planning, Teaching, and Assessment Project
Unit Plan

Standard 4.3 *Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.*

Assessment: Planning, Teaching, and Assessment Project

Standard 4.5 *Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessment methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.*

Assessment: Planning, Teaching, and Assessment Project

Conceptual Area 5

Professionalism and Ethics

Standard 5.1

Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjust as needed to improve communication and each learner's learning.

- *Includes making informed decisions about current technologies and their applications as they relate to improving learning.*

Assessments: Planning, Teaching, and Assessment Project
Video Module

Standard 5.2

Directly model safe, legal, and ethical use of technologies and information resources.

Assessment: Video Module